Transformational Leadership Skills among Public Elementary School Administrators

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ABSTRACT

This study investigated the transformational leadership skills and leadership styles of the public elementary school administrators in Bokod District, Bokod, Benguet. Data gathered were summarized, analyzed and cross-tabulated. Descriptive statistics like weighted mean, percentages and ranks were computed from test results. Responses from the respondents were also classified according to the number of years as an administrator and the kind of designation whether a) Principal, b) Head Teacher, c) Teacher-in-Charge. Analysis for transformational leadership survey measured leadership skills on six factors: Charisma, Social, Vision, Transactional, Delegation, and Execution while analysis for the leadership style survey determined the leadership styles of the respondents whether they are authoritarian, democratic or laissez-faire. The public elementary school administrators of Bokod District have generally varied transformational leadership skills and leadership styles. The leadership styles practiced by the respondents regardless of the number of years as administrators and the kind of designations are Democratic followed by Laissez-faire and last, Authoritarian style

of leadership. It is recommended that Charisma as transformational leadership skill be revisited and be strengthened by the school administrators, and the interplay of the different leadership styles is paramount in school management. Hence, the principals, head teachers and teachers-in-charge need to be flexible in their management at all times.

INTRODUCTION

The feat of an institution lies in the management skills and leadership capabilities of its administrators. In the same manner, the achievement or success of one school is dependent on the effectiveness and efficiency of the school head or supervisor. Several authors of administration and supervision would stress that supervision is one task of an executive.

Consistent with the aims of public administration which is the implementation of government policy and also an academic discipline that studies this implementation and prepares civil servants for working in the public service, this research will also be a vehicle in stirring the current status of the administration and supervision of the school administrators. Public administrators are public servants working in public departments and agencies, at all levels of government. In this context, public elementary schools are government-owned institutions managed by school administrators. Hence, with the diverse scope of public administration, this study is appropriate as public elementary school administrators are also public servants who are directly involved in the management of public programs like the public elementary schools.

According to Northouse (2018), a transformational leader should empower followers to do what is best for the organization; be a strong role model with high values; listen to all viewpoints to develop a spirit of cooperation; create a vision with the people in the organization; act as an agent of change within the organization by setting an example of how to initiate and implement change; and help the organization by helping others contribute to the organization. These were the compelling reasons why the study was conducted to elementary school administrators in Bokod, Benguet.

Transformational leadership has strengths and weaknesses as with other theories or approaches to management or leadership but it has a vital role in

effective managers because it determines the ultimate success of an organization. According to Cohen (1999), organizations that take the time to teach leadership are far ahead of the competition. By becoming familiar with the transformational leadership approach and combining the four factors, managers can engage as effective leaders in the business world.

Hoy and Miskel (1991) on the one hand, identified two distinct styles of leadership: Production-oriented and Employee-centered. They believe that production-oriented leaders value mission or task accomplishment and the technical aspects of the job while employee-centered leaders delegate decision-making and assist followers in satisfying their needs in a supportive work environment. To Katz and Kahn (1966), a leader who successfully integrates primary and secondary relationships within the organization is the best. Primary relationships refer to face to face interaction and tend to be person specific such as relationships in the families or among friends whereas secondary relations refer to interpersonal relationships required by an organizational role such as in the case of division of labor. Thus, to them, a successful leader integrates organizational requirements with the needs of persons and he does this in ways which are not damaging to the organization, but enhancing it. They also believe that leadership is achieved by promoting group loyalty and showing care to any person.

Walton (1996) identified four factors to transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. To Walton, Idealized influence describes managers who are exemplary role models for employees while managers with idealized influence can be trusted and respected by people to make good decisions for the organization. Inspirational motivation, on the other hand, describes managers who motivate associates to commit to the vision of the organization.

Intellectual stimulation describes managers who encourage innovation and creativity through challenging the normal beliefs or views of a group. It is also believed that managers with intellectual stimulation promote critical thinking and problem solving to make the organization better. Individual consideration also describes managers who act as coaches and advisers to the associates to reach goals that help both the associates and the organization.

Henceforth, this study aimed to shed light on the transformational leadership skills of public elementary school administrators. There are already existing researches on leadership and management skills of school administrators, but few have delved on the transformational leadership skills of public elementary school administrators. Specifically, no research has been done on the transformational

leadership skills of public elementary school administrators particularly in the Municipality of Bokod, Benguet. This is the prevalent reason why the study is conducted. There is a need to determine the leadership skills and styles of public elementary school administrators in Bokod, Benguet for a better educational system at par with the national and international quality of education.

While there is no undesirable report as regards to the management of school administrators of Bokod District, it is still deemed necessary to evaluate their existing leadership skills and styles to enhance and cope with the current trends of management.

FRAMEWORK

Transformational Leadership Skills

Transformational leaders seek to transform an institution or organization and that follower may be transformed in some ways to be amazing leaders. Ross and Gray (2006) define transformational leadership as a multidimensional construct that enhances an organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences.

Somehow, this is related to what Miller and Rowan (2006) called organic leadership which is defined as a shift away from conventional, hierarchical patterns of bureaucratic control toward what has been referred to as a network pattern of control, that is, a pattern of control in which line employees are actively involved in organizational decision making, staff cooperation and collegiality replace the hierarchy as a means of coordinating workflows and resolving technical uncertainties, and supportive forms of administrative leadership emerge to facilitate line employees' work.

Bass and Avolio (1994) and Leithwood (1994), on the other hand, developed the transformational leadership model for education, with a primary focus on school principals. Leithwood, Begley, and Cousins (2005) delineated transformational leadership as leadership that entails major changes in the form, nature, function and/or potential of some phenomenon. Bass (1998) continued to research this theory and determined that transformational leaders are judged by their impact on followers in the areas of trust, admiration, and respect. Leithwood (1994), in like manner, articulated seven discrete characteristics of transformational leaders (or dimensions): building school vision and establishing goals; creating a productive school culture; providing intellectual stimulation;

offering individualized support; modeling best practices and important values; demonstrating high-performance expectations; and developing structures to foster participation in school decisions.

Bass (1990) believed that leadership must increase the followers' awareness of task importance and value; get them to focus first on the team or organizational goals, rather than their interests; and activate their higher-order needs. Burns and Leadership (1978), on the other hand, define transformational leadership where leaders and followers engage in a mutual process of raising one another to higher levels of morality and motivation. Burns and Leadership claim that transformational leaders raise the bar by appealing to higher ideals and values of followers where they model the values themselves and use charismatic methods to attract people to the values and the leader.

There are also six factors of transformational leadership: charisma, social, vision, transactional, delegation and execution. Charisma is said to show true dedication, trust and respect to others while Social helps others to learn by coaching and mentoring them. It also creates challenging environments to help them reach their full potential. Vision helps people to understand them while Transactional ensures others understand what is expected from them by using agreement. The delegation, on the other hand, delegates both task and the authority to get things done while Execution does follow-ups of the delegated tasks and authority to ensure things are going as planned.

Leadership Styles

Effective leadership depends on the styles of leaders. It is not only limited to management. Effective leaders are regarded as strong leaders when they can adapt to change, make an all-encompassing decision, maintain open lines of communication and lead others to accomplish the goals. Good leadership, according to Bass and Bass (2009) is developed through a never-ending process of self-study, education, training, and the accumulation of relevant experience. Jenkins (2013) asserted that the basis of good leadership is a strong character and selfless devotion to an organization.

Amanchukwu, Stanley, and Ololube (2015), underscored five (5) factors that determine leadership styles: size of the institution, the degree of interaction/communication, the personality of members, goal congruency and level of decision-making. According to the Organizational interaction or communication refers to a relational approach between two or more individuals on the basis of social and organizational structures aimed at achieving goals (Ololube, 2012).

The quantity and quality of interaction in an organization tend to influence the style of organizational management with the main issue that employees must work together in order to accomplish tasks (Amanchukwu, Stanley, & Ololube, 2015). According to Naylor (1999), an effective organization disseminates information and that there is an open channel of communication. He asserted that leaders should interpret complex data/information face-to-face with staff. To Naylor (1999), for organizations to be effective, managers must constantly share information; managers must have open channels of communication; there must be informed of sufficient potential to demand regular attention from leaders at all levels; interpretations of complex data/information should be done in face-to-face discussions with staff; and managers must debate the nature of the data/information and the possible assumptions and actions that result from it.

Similarly, according to Amanchukwu et al., (2015), the personality attributes of employees and other leaders can influence the leadership style of an organization. Some people tend to react more to certain styles of leadership than others. Individuals who like to depend on others generally do not like to participate in organizational affairs since their need for security and direction is better served by a rigid organizational structure. Those with an understandable sense of direction wish to advance in their careers and enjoy participating in organizational decision-making processes tend to be more inclined towards open and collaborative leadership styles.

To Amanchukwu et al., (2015), goal congruence is applied to an organization which ensures that all its operations and activities support the achievement of its goals. Accordingly, organizations with high goal congruence review their operations and activities to ensure that none of these limitations or inhibit the ability to achieve organizational goals. Weddle (2013) asserts that employee perception often plays a big role in the implementation and outcome of decisions.

OBJECTIVE OF THE STUDY

This study aimed to determine the transformational leadership skills and styles of public elementary school administrators in Bokod, Benguet.

METHODOLOGY
Research Design
The study used a descriptive survey design in order to determine the transformational leadership skills and leadership styles of the public elementary

school administrators of Bokod, Benguet. Responses from the respondents were also classified according to the number of years as administrator and kind of designation whether a) Principal, b) Head Teacher, C) Teacher-in-Charge.

Research Site

This study was administered to 30 public elementary school administrators of Bokod, Benguet SY 2016-2017. In this context, administrators are defined as principals, head teachers and teachers-in-charge. There were seven Principals, four Head Teachers, and 19 Teachers-in-Charge.

Instrumentation

Survey-questionnaires crafted were grounded from Burns' (1978) Leadership and Ghamrawi's (2013) Leadership styles of school principals and their multiple intelligences profiles. Analysis for transformational leadership survey measured leadership skills on six factors: Charisma, Social, Vision, Transactional, Delegation, and Execution while analysis for the leadership style survey determined the leadership styles of the respondents whether they are authoritarian, democratic or laissez-faire.

For transformational leadership skills survey, it measured six factors: Charisma, Social, Vision, Transactional, Delegation, and Execution. Each factor was measured by three questions.

The questionnaire was used to assess what leadership style the administrators normally carry out. The highest of the three means scores indicate what style of leadership the administrators normally use — Authoritarian, Democratic, or Laissez-faire.

Ethical Consideration

A letter of intent to conduct the research was addressed to the District Supervisor for endorsement considering the ethical issues like concerns of informed consent, privacy and confidentiality in such a way as to preserve their dignity as human beings. After the approval was given, respondents were then informed and asked if they could be the respondents to answer the questionnaire to which they all agreed voluntarily. It was also made clear that their identities as school head - respondents won't be revealed. Responses from the respondents were treated with the utmost confidentiality.

Statistical Treatment

Data gathered were summarized, analyzed and cross-tabulated. Descriptive statistics like weighted mean, frequency counts, percentages and ranks were computed from test results.

RESULTS AND DISCUSSION

This study dealt with the transformational administration and supervision of public elementary school administrators. Specifically, it investigated the transformational leadership skills and leadership styles of the public elementary school administrators.

Table 1 presents the transformational leadership skills of the respondents according to the number of years as administrators. The respondents whose administrative experience is below 5 years have Transactional as their dominant transformational leadership skill with a mean score of 3.47 followed by Execution with a mean score of 3.42, Delegation – 3.33, Social – 3.24, and Charisma – 3.00. Vision, with a mean score of 3.04, became the least transformational leadership skills of the respondents.

Transactional leadership skill posits that the respondents with below five (5) years of administrative experience ensure that others understand what they expect from them by using mutual agreement. This means that there is open communication between the administrators and the teachers they supervise. This result also emphasized the importance of the relationship between administrators and a subordinate where the commitment and loyalty of the subordinate are valued by the supervisor or administrator. Respondents with 6 – 10 years of experience as administrators have Social as their dominant transformational leadership style with a mean of 3.62. This is followed by Transactional – 3.57, Execution – 3.52, and Vision – 3.38. Charisma and Delegation, both with a mean score of 3.33 are the least transformational leadership skill of the administrators.

Administrators with Social as their dominant transformational leadership skill suggests that they are always ready to coach and mentor their colleagues and subordinates. They create challenging environments to help them reach their full potential. Social skill, as their dominant transformational leadership skill is reinforced by Northouse (2018) who emphasized that a transformational leader should empower followers to do what is best for the organization; be a strong role model with high values; listen to all viewpoints to develop a spirit of cooperation; create a vision with the people in the organization; act as an agent

of change within the organization by setting an example of how to initiate and implement change; and help the organization by helping others contribute to the organization.

Table 1. Transformational Leadership Skills of the Respondents According to Number of Years as Administrators

Transformation-al Leadership Skills	Number Of Years As Administrators								f-value	p-value
	<5		6-10		11-15		>15			
	$\bar{X}$	D.E.	$\bar{X}$	D.E.	$\bar{X}$	D.E.	$\bar{X}$	D.E.		
Charisma	3.00	OD	3.33	AD	3.33	AD	3.42	AD	1.489ns	0.241
Social	3.24	OD	3.62	AD	3.42	AD	3.83	AD	1.464ns	0.247
Vision	3.04	OD	3.38	AD	3.33	AD	3.67	AD	2.108ns	0.124
Transactional	3.47	AD	3.57	AD	3.58	AD	3.58	AD	0.171ns	0.915
Delegation	3.33	AD	3.33	AD	3.42	AD	3.58	AD	0.455ns	0.716
Execution	3.42	AD	3.52	AD	3.42	AD	3.58	AD	0.175ns	0.912

Legend:
ns – Not significant

Interestingly, respondents with 11 – 15 years of experience as administrators recorded Transactional as their dominant transformational leadership skill with a mean score of 3.58 followed by Social, Delegation, and Execution with mean scores of 3.42. Charisma and Vision were the least transformational leadership skills of the administrators. Like the administrators with below five (5) years of experience, the administrators with 11 – 15 years of experience are aware of what others expect from them by using mutual agreement. This advocates open communication between the administrators and the teachers they supervise. Further, consultations, meetings, are regularly conducted to ensure that before action is implemented, the school heads properly inform their constituents.

Essentially, Burns and Leadership (1978) description of transformational

leadership supports this result of the study. He asserts that leaders and followers must engage in a mutual process of raising one another to higher levels of morality and motivation. Burns and Leadership claim that transformational leaders raise the bar by appealing to higher ideals and values of followers where they model the values themselves and use charismatic methods to attract people to the values and to the leader.

Meanwhile, respondents with more than 15 years of experience as administrators accorded Social as their dominant transformational leadership skill with a mean score of 3.83. This is reinforced by Vision with a mean score of 3.67 and Transactional, Delegation and Execution with a mean score of 3.58, respectively. Charisma is their least transformational leadership skill.

Like the administrators with 6 -10 years of experience who have Social as their dominant transformational leadership skill, administrators with more than 15 years of experience help others to learn by coaching and to mentor them. They create challenging environments to help them reach their full potential. When others have difficulties they are not afraid to empathize with them and guide them.

Although statistically, the result showed no significant difference in the dominant transformational leadership skills of the public elementary school administrators, it also demonstrated that they are eclectic in executing their administrative functions. This is evident with their varied transformational leadership skills which are classified as Almost Always Dominant. It further suggests that the administrators are dynamic. Similarly, it shows what Ross and Gray (2006) articulate about transformational leadership. They highlight that transformational leadership is a multidimensional construct that enhances an organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences.

Kind of Designations

Table 2 presents the dominant transformational leadership skills of the administrators along with the kind of designation. The table shows that for the principals, their dominant transformational leadership skill is Transactional with a mean of 3.67 followed by Social and Vision with mean scores of 3.62, Execution – 3.57 and Delegation – 3.52. Charisma, with a mean of 3.38 is the least transformational leadership skill of the principals. Remarkably, the head teachers charted a combination of three (3) dominant leadership skills – Social, Transactional and Execution with mean scores of 3.75. The delegation came

second with a mean score of 3.50 while Vision logged a mean score of 3.42. Charisma registered the least transformational leadership skill with a mean score of 3.33.

The Teachers-in-Charge, on the other hand, revealed Transactional as their dominant transformational leadership skill with a mean score of 3.42 which is followed by Execution with a mean score of 3.37, and Delegation – 3.30, Social – 3.28. Both Charisma and Vision are the least transformational leadership skills of the Teachers-in-Charge with mean scores of 3.07, respectively. As gleaned in the result, the Teachers-in-Charge have varied dominant leadership skills; however, charisma is their common least transformational leadership skill. Earlier, charisma is presented as a transformational leadership skill that defines one as a role model that shows true dedication, trust, and respect to others, who in turn, do the same. While this skill is inherent in one administrator, there are always weaknesses that need to be given attention.

Table 2. Transformational Leadership Skills of the Respondents According To Kind of Designation

Transformational Leadership Skills	Kind Of Designation						f-value	p-value
	P		Ht		T-I-C			
	$\bar{X}$	D.e.	$\bar{X}$	D.e.	$\bar{X}$	D.E.		
Charisma	3.38	AD	3.33	AD	3.07	OD	1.363^{ns}	0.273
Social	3.62	AD	3.75	AD	3.28	AD	1.726^{ns}	0.197
Vision	3.62	AD	3.42	AD	3.07	OD	3.864^{*}	0.033
Transactional	3.67	AD	3.75	AD	3.42	AD	1.733^{ns}	0.196
Delegation	3.52	AD	3.50	AD	3.30	AD	1.096^{ns}	0.349
Execution	3.57	AD	3.75	AD	3.37	AD	1.472^{ns}	0.247

Legend: * - significant   ns – not significant

Hence, to address this issue on charisma as the least skill, the administrators may revisit the four (4) factors of transformational leadership identified by Walton (1996): idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. To Walton, Idealized influence describes managers who are exemplary role models for employees while managers with idealized influence can be trusted and respected by people to make good decisions for

the organization. Inspirational motivation, on the other hand, describes managers who motivate associates to commit to the vision of the organization while managers with inspirational motivation encourage team spirit to reach goals of increased revenue and market growth for the organization. Intellectual stimulation describes managers who encourage innovation and creativity through challenging the normal beliefs or views of a group. It is also believed that managers with intellectual stimulation promote critical thinking and problem solving in an effort to make the organization better. Individual consideration also describes managers who act as coaches and advisers to the associates to reach goals that help both the associates and the organization.

Statistically, Vision as a transformational leadership skill registered a significant difference with f-value of 3.864 at a p-value of 0.033 with that of other transformational leadership skills which are not significantly different. This means that the challenging visions of the public elementary school administrators provide help to people to understand them as they are motivated to join. Further, the administrators influence their constituents based on how they mingle with them.

Table 3 presents the summary of the dominant transformational leadership skills of the public elementary school administrators in Bokod District according to the number of years as an administrator and the kind of designation. Results show that the administrators have Transactional as their dominant transformational leadership skill with a mean of 3.52 which is rated as Almost Always Dominant.

Table 3. Summary of the Transformational Leadership Skills of the Respondents

TRANSFORMATION LEADERSHIP SKILLS	MEAN	D.E.	Rank
Charisma			
I go out of my way to make subordinates feel good to be around me.	2.80	OD	
I have an ever-expanding network of people and subordinates who trust and rely upon me.	3.40	AD	
My subordinates listen to my ideas and concerns not out of fear, but because of my skills, knowledge, and personality.	3.33	AD	
Mean	3.18	OD	6
Social			
I help subordinates with their self-development.	3.37	AD	
I provide challenges for my subordinates to help them grow.	3.37	AD	
I provide an empathic shoulder when others need help.	3.53	AD	
Mean	3.42	AD	3

Vision			
I help subordinates to understand my visions through the use of tools, such as images, stories, and models.	3.03	OD	
I use simple words, images, and symbols to convey to subordinates what we should or could be doing.	3.40	AD	
I help others with new ways of looking at new and complex ideas or concepts.	3.30	AD	
Mean	3.24	OD	5
Transactional			
I ensure subordinates get recognition and/or rewards when they achieve difficult or complex goals.	3.50	AD	
I direct subordinates by setting standards that we agree on.	3.47	AD	
I ensure the poor performance of subordinates gets corrected.	3.60	AD	
Mean	3.52	AD	1
Delegation			
I let subordinates work toward their degree plan in the manner that they want.	3.30	AD	
I rarely give direction or guidance to my subordinates if I sense they can achieve their goal.	3.17	OD	
So long as things are going smoothly, I am satisfied.	3.67	AD	
Mean	3.38	AD	4
Execution			
I get things done.	3.43	AD	
I consistently provide coaching and feedback so that my subordinates know how they are doing.	3.33	AD	
I monitor all subordinates who are having problems to ensure they meet their goal.	3.63	AD	
Mean	3.47	AD	2
Grand Mean	3.37	AD	

Transactional leadership ensures that subordinates get recognition and/or rewards when they achieve difficult or complex goals and that poor performances of the subordinates are corrected by setting standards which they agree on. Transactional skill means that respondents ensure that others understand what they expect from them by using mutual agreement. They see to it that if poor performance occurs, they take appropriate action without affecting the morals of the team.

In this context, transactional as their dominant transformational leadership skill suggests that the public elementary school administrators stimulate their employees to get the best out of themselves. They do not only set the criteria for

their subordinates on how they should execute the task, but they also indicate what sources and resources can be used. They also monitor the work closely and take corrective action when things go wrong.

The second transformational leadership skill of the respondents is Execution with a mean of 3.47 which is also rated as Almost Always Dominant. Execution as a transformational leadership skill provides coaching and feedback so that subordinates know what and how they are doing, and monitors all subordinates who are having problems to ensure they meet their goals. Execution as a skill means the respondents delegate as many tasks as possible with authority to accomplish them but ensure that things are going as planned without wasting time.

The third transformational leadership skill of the respondents is Social with a mean of 3.42 which is rated as Almost Always Dominant. This indicates that the administrators provide subordinates full support for self-development. The administrators encourage and challenge them to strive and reach their goals. The fourth transformational leadership skill of the respondents is Delegation with a mean of 3.38 which is rated as Almost Always Dominant. Delegation as a transformational leadership skill defines the administrators to let subordinates work together in the manner that they want to be provided that instructions are well articulated. Vision as a transformational leadership skill, came fifth with a mean of 3.24 at Almost Always Dominant. The vision describes the administrators who do not only use words to convey their ideas but even images, stories, models, and symbols. They want to make sure that the subordinates understand what they want to achieve as an institution.

Charisma is the least transformational leadership skill of the administrators with a mean of 3.18 which is rated as Often Dominant. Understandably, it makes sense because the administrators do not go out of their way to make subordinates feel good. Subordinates have high regards to their administrators because of their skills, knowledge and personality to lead them—charisma as the least transformational leadership skill matched with the definition of Sinha (1995). According to Sinha, charisma is a "magical aura" which only a few leaders may be granted. Max Weber (cited in Sinha, 1995) maintains that there are three bases of authority which are traditions, rights and privileges and charisma which is synonymous with heroism and an exemplary character of a person. Although the dominant transformational leadership skill of the respondents is Transactional, it does not mean that they do not possess the other transformational leadership skills.

It signifies that the public elementary school administrators are dynamic and diverse in their management skills and styles especially in dealing with the different personalities of the subordinates. As Northouse (2018) emphasized, a transformational leader should empower followers to do what is best for the organization; be a strong role model with high values; listen to all viewpoints to develop a spirit of cooperation; create a vision with the people in the organization; act as an agent of change within the organization by setting an example of how to initiate and implement change; and help the organization by helping others contribute to the organization. This is also supported by Cohen (1999) who stated that organizations that take the time to teach leadership are far ahead of the competition. They asserted that by becoming familiar with the transformational leadership approach, administrators could engage as effective leaders in the world.

In relation to the result of the study, it points out that the administrators of the public elementary schools in Bokod District upsurge the subordinates' intrinsic value of performance and confidence, leading to higher levels of motivation. This further implies that transactional leadership results in performance beyond expectations resulting in the outstanding performance of the students in return. This upholds what Liao and Chuang (2007); and Walumbwa, Wang, Lawler, and Shi (2004) claim that transformational leadership can positively stimulate performance, behaviors and job attitudes of subordinates.

Table 4 presents the leadership styles of the respondents along the number of years as administrators. Interestingly, the result shows that all the administrators irrespective of the number of years as administrators have the same leadership styles. Although they differ in their mean scores, their first leadership style is Democratic followed by Laissez-faire. Their least leadership style is Authoritarian.

For the administrators with less than five (5) years of experience, Democratic has a mean of 4.26 while Laissez-faire recorded a mean of 3.97 and Authoritarian – 2.69. Administrators with 6 -10 years of experience registered a mean of 4.17 for Democratic while a mean of 3.71 for Laissez-faire. Authoritarian has a mean of 2.86. Administrators with 11 – 15 years of experience documented Democratic with a mean of 3.83 followed by Laissez-faire – 3.17 and Authoritarian – 2.88.

Table 4. Leadership Styles of the Respondents According To Number of Years as Administrators

Leadership Styles	Number Of Years As Administrators								f-value	p-value
	<5		6-10		11-15		>15			
	$\bar{X}$	D.E.	$\bar{X}$	D.E.	$\bar{X}$	D.E.	$\bar{X}$	D.E.		
Authoritarian	2.69	SA	2.86	SA	2.88	SA	2.96	SA	1.186^{ns}	0.335
Democratic	4.26	AA	4.17	AAA	3.83	AAA	4.79	AA	3.314^{*}	0.036
Laissez-faire	3.97	AAA	3.71	AAA	3.17	SA	4.00	AAA	6.0457^{**}	0.002

Legend: ** - highly significant   * - significant   ns – not significant

Lastly, administrators with more than 15 years of experience disclosed a mean of 4.79 for Democratic while Laissez-faire has a mean of 4.00 and Authoritarian – 2.96, respectively. Statistically, Laissez-faire is highly significant with f-value of 6.0457 at p-value at 0.002 while Democratic is significant with an f-value of 3.314 at a p-value of 0.036. It is however not significant for Authoritarian style of leadership. This indicates that the leadership styles of the administrators matter very much to the subordinates. This points out that there is a smooth flow of administration with democratic leadership.

According to Bass and Bass (2009), good leadership is developed through a never-ending process of self-study, education, training, and the accumulation of relevant experience. This defines the principals, head teachers and teachers-in-charge of Bokod District. They advocate leading by example.

The result of the study also intensifies that as one stays longer in his/her post, he/she gains wisdom and varied leadership skills to manage his/her organization. Administrators, as time go by, develop strong character and selfless devotion to serve their organizations (Jenkins, 2013). Trustworthiness is also developed as trust is fundamental to all manner of organized human groups, whether in education, business, military, religion, government, or international organizations (McKee, Hinton, Richardson, & Lamb, 2010; Ivancevich, Konopaske, & Matteson, 2007).

Kind of Designations
Table 5 displays the leadership styles of the respondents along with the kinds of designations. Although the administrators have the same leadership styles along kinds of designations, they differ in their mean scores. For the Principals, Democratic as their first leadership style, has a mean of 4.40 followed

by Laissez-faire with a mean of 3.74 and Authoritarian – 2.98. Head Teachers have Democratic as their first leadership style with a mean of 4.33 followed by Laissez-faire with a mean of 4.04 and Authoritarian – 2.67. Teachers-in-Charge have Democratic with a mean of 4.17 followed by Laissez-faire with a mean of 3.77 and Authoritarian – 2.75. Although statistically there is no significant difference in the leadership styles of the principals, head teachers and teachers-in-charge, the result shows that the administrators have diverse leadership styles and that they address issues in different styles depending on the situations they encounter.

Like Amanchukwu, Stanley, and Ololube (2015), the respondents recognize the five factors that determine leadership styles: size of the institution, the degree of interaction/communication, the personality of members, goal congruency and level of decision-making. Further, they are aware that the quantity and quality of interaction in an organization tend to influence the style of organizational management with the main issue that employees must work together in order to accomplish tasks (Amanchukwu, Stanley, & Ololube, 2015).

Table 5. Leadership Styles of the Respondents along Kinds of Designation

LEADERSHIP STYLES	KIND OF DESIGNATION						f-value	p-value
	P		HT		T-I-C			
	$\bar{X}$	D.E.	$\bar{X}$	D.E.	$\bar{X}$	D.E.		
Authoritarian	2.98	SA	2.67	SA	2.75	SA	1.936^{ns}	0.164
Democratic	4.40	AA	4.33	AA	4.17	AAA	0.685^{ns}	0.513
Laissez-faire	3.74	AAA	4.04	AAA	3.77	AAA	0.783^{ns}	0.467

Legend: * - significant   ns – not significant

Summary of the Leadership Styles of the Respondents

Table 6 presents a summary of the leadership styles of the respondents. Regardless of the number of years as administrators and the kind of designations they have, the public elementary school administrators registered Democratic as their first leadership style with a mean of 4.24 which is rated as Always Applies. This is followed by Laissez-faire with a mean of 3.80 rated as Almost Always Applies. The authoritarian style of leadership came third with a mean of 2.79 which is rated Sometimes Applies. In summary, the grand mean of the leadership styles of the respondents is 3.61 which is rated as Almost Always Applies. The result implies that the principals, head teachers and teachers-in-charge always

involve the subordinates in planning and making decisions for the institution. They see to it that every employee shares his/her ideas for the achievement of the school's goals.

Table 6. Summary of the Leadership Styles of the Respondents

LEADERSHIP STYLES	MEAN	D.E.
Authoritarian		
I always retain the final decision-making authority within my department or team.	3.87	AAA
I do not consider suggestions made by my employees, as I do not have the time for them.	1.17	DA
I tell my employees what has to be done and how to do it.	3.97	AAA
When someone makes a mistake, I tell them not ever to do that again and make a note of it.	3.27	SA
New hires are not allowed to make any decisions unless I approve it first.	1.17	DA
When something goes wrong, I tell my employees that a procedure is not working correctly and I establish a new one.	3.30	SA
Mean	2.79	
Democratic		
I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision-making authority.	3.57	AAA
I ask for employee ideas and input on upcoming plans and projects.	4.70	AA
When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice.	4.47	AA
I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision-making process.	4.60	AA
I ask employees for their vision of where they see their jobs going and then use their vision where appropriate.	3.80	AAA
I allow my employees to set priorities with my guidance.	4.33	AA
Mean	4.24	AA
Laissez-faire		
My employees and I always vote whenever a major decision has to be made.	4.43	AA
For a major decision to pass in my department, it must have the approval of each individual or the majority.	4.70	AA
To get information out, I send it by email, memos, or voice mail; very rarely is a meeting called. My employees are then expected to act upon the information.	1.67	DA
I allow my employees to determine what needs to be done and how to do it.	4.53	AA
My workers know more about their jobs than me, so I allow them to carry out the decisions to do their job.	3.53	AAA
I delegate tasks in order to implement a new procedure or process.	3.93	AAA
Mean	3.80	AAA
Grand Mean	3.61	AAA

They also create an environment where the employees are given equal opportunities to establish and set priorities in relation to their functions/works but with proper guidance and supervision. The varied leadership styles of the administrators suggest that they can adapt to change, make an all-encompassing decision, maintain open lines of communication and lead others to accomplish the goals.

The varied leadership styles of the administrators corroborate with the Fiedler's Contingency Model of Leadership (1967). This model according to Fiedler (1967) postulates that there is no single best way for administrators/supervisors to lead. To Fiedler (1967), a leader's task depends on the leader-subordinate relationship that is, how well the leader and the employees get along; task structure which describes how the work is structured; and position power, that is how much authority the leader possesses.

Democratic leaders like the public elementary school administrators of Bokod also advocate human resource and political leadership (Dereli, 2003). Human Resource Leadership, according to Dereli (2003) upholds an organization's most critical resources which are people's skills, insights, ideas, energy, and commitment. First, it is believed that human needs such as physiological, social, self-esteem and self-actualization are served. Second, administrators and subordinates need each other. Third, either the administrators or the subordinates will suffer when the fit between them is poor. Fourthly, both administrators and subordinates will find meaningful and satisfying work. Like human resource leaders, democratic leaders value relationships, feelings of individuals and attempt to lead through facilitation and empowerment (Bolman & Deal, 1994).

The result further proves that the school administrators are democratic leaders at the same time political leaders mainly because they accommodate a complex variety of individuals and group interests such as hierarchical levels, departments, professional groups, gender and ethnic subgroups. They also have high regards to the deeply rooted differences among individuals and groups in their values, preferences, beliefs, information and perceptions of reality (Bolman & Deal, 1994).

CONCLUSIONS

The dominant transformational leadership skill of the Principals and the Teachers-in-Charge is transactional while the Head Teachers have a combination of three (3) dominant leadership skills – Social, Transactional and Execution.

Their least transformational leadership skill is Charisma. The leadership styles practiced by the respondents regardless of the number of years as administrators and the kind of designations are Democratic as the first leadership style followed by Laissez-faire and last, Authoritarian style of leadership.

TRANSLATIONAL RESEARCH

Based on the empirical findings and conclusions of the study, Charisma as transformational leadership skill may be revisited and be strengthened by the school administrators as this will boost the good relationship between and among the heads and the subordinates. Further, the interplay of the different leadership styles is paramount in school management. Hence, the principals, head teachers, and teachers-in-charge need to be flexible in their management at all times.

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